

11th/12th Grade EGUSD Writing Rubric – Argument (CCSS Writing #1)

(Revised 11.8.12)

Criterion	5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
Focus/Claim CCSS – W: > 1a > 1b > 1e > 4	<ul style="list-style-type: none"> Insightfully addresses all aspects of the prompt Introduces artful, precise, and knowledgeable claim(s) in a sophisticated thesis statement 	<ul style="list-style-type: none"> Competently addresses all aspects of the prompt Introduces precise, knowledgeable claim(s) in a clear thesis statement 	<ul style="list-style-type: none"> Superficially addresses all aspects of the prompt Introduces reasonable claim(s) in a thesis statement 	<ul style="list-style-type: none"> Partially addresses aspects of the prompt Introduces superficial or flawed claim(s) in a weak thesis statement 	<ul style="list-style-type: none"> Minimally addresses some aspect of the prompt Fails to introduce a relevant claim and/or lacks a thesis statement
Organization/Structure CCSS – W: > 1a > 1b > 1f > 4	<ul style="list-style-type: none"> Skillfully orients reader to topic(s) in introduction Meticulously develops claim(s) with relevant body paragraphs Provides a meaningful and reflective conclusion which draws from and supports claim(s) Creates cohesion through skillful use of linking words, phrases, and clauses within and between paragraphs Includes purposeful and logical progression of ideas from beginning to end 	<ul style="list-style-type: none"> Orients reader to topic(s) in introduction Thoroughly develops claim(s) with relevant body paragraphs Provides a conclusion that follows from and supports claim(s) Creates cohesion through linking words, phrases, and clauses within and between paragraphs Includes logical progression of ideas from beginning to end 	<ul style="list-style-type: none"> Partially orients reader to topic(s) in introduction Generally develops claim(s) with body paragraphs Provides a conclusion which repetitively or partially supports claim(s) Creates some cohesion through basic linking words, phrases, and/or clauses within or between paragraphs Includes adequate progression of ideas from beginning to end 	<ul style="list-style-type: none"> Inadequately orients reader to topic(s) in introduction Inadequately develops claim(s) with minimal body paragraphs Provides an inadequate conclusion Uses limited and/or inappropriate linking words, phrases, or clauses Includes uneven progression of ideas from beginning to end 	<ul style="list-style-type: none"> Fails to orient reader to topic(s) in introduction or introduction is missing Fails to develop claim(s) with body paragraphs Omits conclusion Uses few or no linking words, phrases, or clauses Includes little or no discernible organization of ideas
Evidence/Support CCSS – W: > 1b > 1c > 2b > 9	<ul style="list-style-type: none"> Provides substantial and pertinent evidence to support claim(s) Seamlessly and effectively integrates and cites credible sources and/or text evidence Convincingly refutes specific counter-claim(s) Skillfully uses specific rhetorical devices to support assertions (e.g., logos, pathos, ethos) 	<ul style="list-style-type: none"> Provides sufficient and relevant evidence to support claim(s) Competently integrates and cites credible sources and/or text evidence Competently refutes specific counter-claim(s) Uses specific rhetorical devices to support assertions 	<ul style="list-style-type: none"> Provides limited and/or superficial evidence to support claim(s) Ineffectively integrates and cites adequate sources and/or text evidence Minimally refutes specific counter-claim(s) Uses some rhetorical devices to support assertions 	<ul style="list-style-type: none"> Provides minimal and/or irrelevant evidence to support claim(s) Incorrectly integrates or cites sources and/or text evidence that may not be credible Acknowledges alternate or opposing claim(s) Uses some rhetorical devices to support assertions with limited success 	<ul style="list-style-type: none"> Provides inaccurate, little, or no evidence to support claim(s) Does not use or cite sources and/or text evidence Fails to acknowledge alternate or opposing claim(s) Lacks rhetorical devices to support assertions
Analysis CCSS – W: > 1b > 9	<ul style="list-style-type: none"> Shows insightful understanding of topic/text Uses persuasive and valid reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> Shows competent understanding of topic/text Uses valid reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> Shows simplistic understanding of topic/text Uses some valid and accurate reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> Shows limited understanding of topic/text Uses limited, simplistic and/or flawed reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> Shows no understanding of topic/text Reasoning is missing or does not connect evidence with claim(s)
Language CCSS – L: > 1 > 2 > 3	<ul style="list-style-type: none"> Uses purposeful and varied sentence structure Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization) Strategically uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses correct and varied sentence structure Contains few, minor errors in conventions Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses mostly correct and some varied sentence structure Contains some errors in conventions which may cause confusion Superficially uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses limited and/or repetitive sentence structure Contains numerous errors in conventions which cause confusion Inadequately uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Lacks sentence mastery (e.g., fragments/ run-ons) Contains serious and pervasive errors in conventions Fails to use academic and domain-specific vocabulary clearly appropriate for the audience and purpose